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ABSTRACT

Nationally, Hispanics represent 3 percent of the teaching force and comprise nearly 10 percent of the population. Yet there appears to be little progress in the employment of minority, including Hispanic, teachers. This paper describes a survey administered to 605 high school seniors in Grand Rapids (Michigan) to determine attitudes of Hispanic students toward teaching as a career and their perceptions of conditions associated with the teaching profession. The total number of surveys returned for data analysis was 583; the number of students who identified themselves as Hispanic was 36, or 6 percent of the sample. Results suggest that Hispanic students are an untapped resource for staffing future teaching positions (approximately 30 percent would select teaching as a career); that Hispanics are more likely to be future candidates for teaching positions in urban districts than nonminority candidates; and that intervening variables, such as financial support, career awareness, lack of positive information about the field, and lack of encouragement from significant others, appear to be barriers in attracting Hispanic students into teacher education programs. The paper concludes that the problem of declining Hispanic enrollments in teacher education programs may be primarily attributed to the institutions that develop and nurture future teachers rather than to Hispanic students themselves. Questionnaire results are appended. (Contains 37 references.) (LL)

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TEACHER EDUCATION AS A CAREER CHOICE OF HISPANIC HIGH SCHOOL SENIORS

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ABSTRACT

There appears to be no significant progress in the employment of minority teachers, even tough the proportion of minority children in the school-age population is more than 38 percent and growing. Hispanics represent 3 percent of the teaching force and comprise, as the nation's fastest growing minority group, nearly 10 percent of the population. Are we correct in believing that Hispanic high school seniors are not interested in teaching as a career choice? This paper describes the survey results of Hispanic high school seniors in Grand Rapids, Michigan, toward teaching as a career choice, and their perceptions of the conditions associated with the teaching profession. Findings suggest they continue to be an untapped resource for staffing future teaching positions. and approximately 30 percent would select teaching as a career choice if provided financial assistance. They are more likely to be the future candidates for teaching positions in urban districts than European-American candidates. Results suggest that intervening variables, such as financial support, career awareness, lack of positive information about the field, and encouragement from significant others, appear to be barriers in getting

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Hispanic students into the teacher training pipeline. It concludes that the "problem" of declining Hispanic enrollments in teacher education programs may be primarily attributed to the institutions that develop and nurture future teachers, than with Hispanic students.

TEACHER EDUCATION AS A CAREER CHOICE OF HISPANIC HIGH SCHOOL SENIORS

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STATEMENT OF THE PROBLEM

The purpose of this investigation was to survey the attitudes of Hispanic high school seniors toward teaching as a career choice, and to determine their perceptions of the conditions associated with the teaching profession. It was designed to answer the question, "Are we correct in believing that Hispanic high school seniors are not interested in teaching as a career choice?"

ISSUE OF RECRUITING MINORITY EDUCATORS

According to the American Association of Colleges of Teacher Education (1987), a quality education requires that all students be exposed to the variety of cultural perspectives that represent a nation at large. Such exposure can be accomplished only via a multi-ethnic teaching force in which the racial and ethnic groups are included at a level of parity with their numbers in the over-all population.

School districts and teacher educators have continued to express their concern about the critical under-representation of minority groups in the profession of teaching (Haberman, 1988; Smith et. al., 1988; Case et. al., 1988; Spellman, 1988; Holmes, 1986; Greer and Husk, 1989).

Since 1980 the number of Hispanic students enrolled in public schools has been rising while the availability of Hispanic teachers has been falling. At the same time, it is predicted that by the year 2,000, nearly 50 percent of the students in kindergarten through 12th. grade will be minority.

Demographic data reported by the American Association of Colleges of Teacher Education (1988) indicated that while minorities represented 30 percent of the school age population in 1987, a survey of teacher-preparatory institutions in 47 states and the District of Columbia revealed that enrollments in undergraduate elementary-education programs had representations as follows: 5.3 percent were African-American, 3.7 percent were Hispanic, and 1.3 percent were Asian-American. Of those undergraduates preparing to teach at the high-school level, only 6.3 percent were African-American, 1.9 percent were Hispanic, and less than 1 percent were Asian-American.

The National Education Association (MEA, 1992) reported that no significant progress showed up in the employment of minority teachers, even though the portion of minority children in the school-age population is more than 38 percent and growing. They announced that three percent of American's teachers were Hispanic with one-half percent among the National Education Association's membership.

The downturn in minority educators has been so drastic that some authors (Cole, 1986; Edwards, 1981; Irvine, 1988; Rodman, 1985) have referred to minority teachers and administrators as an "endangered species." Most teachers teaching today's children are European-American, and tomorrow's teaching force will be even more so. According to W.A. Smith (1988), the existing minority teaching force means that the average student, who has about 40 teachers during their precollegiate years, can expect to encounter only two-to-three teachers who are members of a minority group during their entire school career. George H. Russell (1988), Assistant to the Superintendent of Personnel Services Division (San Diego City Schools), states that if this steady decline in minority teachers continues unabated at its present pace, there is a real possibility that by the 21st. century, minority teachers could well become as extinct as the prehistoric dinosaur.

It is predicted that the greatest need for teachers will be in schools of America's urban and inner-city, areas of significant minority representation. At present, in all but two of 25 large cities, a majority of students are "minority" (Graham, 1987). Areas which may be described as having minority populations in "majority" status, and areas which tend not to be the primary choice of non-minority teachers in regards to employment aspirations.

As presented by G.M. Gonzalez (1992), there are an estimated 21 million Hispanics in the United States. Between 1980 and 1988 the Hispanic population the United States grew by approximately 34%. This was a growth rate five times greater than the population growth rate of non-Hispanics during the same period. In 1980 Hispanics comprised 6.5 percent of the population. In 1990, they made up 8.0 percent. By the year 2,000, he estimated that Hispanics will make up approximately 12 percent of the U.S. population; this compares to approximately 13.5 percent for African-Americans, 4 percent for Asian/Pacific Islanders, and less than 1 percent for Native Americans. By the year 2011, he projected that Hispanics will be the largest minority group in the United States.

Zapada (1988) states that for Hispanic's, the nations fastest growing minority group, the situation is critical. The number of Hispanic high school graduates has dropped from 35.8 percent in 1976 to 29 percent in 1986 (Zapada, 1988; Quality Education for Minorities Project, 1989). With a declining pool of students attending college combined with fewer students choosing teaching as a career choice, the future for a representative group of Hispanic teachers is relatively bleak.

Gonzalez (1992) provides additional insight into the effects of a high dropout rate for Hispanics. He states that between 9 percent and 11 percent of Hispanic

students drop out of high school each year, the highest dropout rate of any major ethnic or racial group. In 1986, 35 percent of Hispanics ages 20-21 years old were high school dropouts, compared with 14 percent of Anglos and 18 percent of African-Americans. Among Hispanics over the age of 25, more than 52 percent had not competed high school compared with 24 percent of non-Hispanics. Hispanics along with Native Americans, are the least likely of all ethnic groups to return to complete high school. Despite the fact that overall dropout rates have been declining over the past 10 years, there has been no improvement in Hispanic rates for the past 15 years.

Farrell (1990) notes that the percentage of Hispanic teachers continues to decline as the number of Hispanic students increases. He notes that the number of students at four-year colleges preparing to be teachers increased 13.5 percent between 1985-86, the percentage of minority enrollments declined: from 4.6 percent to 4.3 percent for African-Americans, and from 2.8 percent to 1.5 percent for Hispanics. He argues that minority teacher candidates are being screened out by state-mandated competency testing; and argues that reversing the scarcity of Hispanic teachers will take time, money, and commitment.

Barbara Holmes, senior policy analyst for the Education Commission of the States, writes in the May 17, 1989, issue of Education Week that one explanation for the decline in the

number of African-American and Hispanic teachers is that new college graduates chose to major in disciplines other than teaching during the late 70s and early 80s because they had access to a variety careers. However, the decline has continued for a decade, and there is no evidence that the displacement of African-Americans and Hispanics in the teaching profession can be accounted for by their increased representation in other professions and occupations. On the contrary, the preponderance of evidence shows insignificant numbers and proportions of minority students entering a broad spectrum of professions or leaving institutions with degrees, diplomas and certificates.

Is it important to have an adequate supply of Hispanic educators for the nation's schools? To this question, one may respond that Hispanic professionals in American's schools serve as role models for both minority and majority students. Hispanic educators give credence to the viability of education as an acceptable career path and route to upward mobility for Hispanic populations. According to Leonard (1980), minority educators tend to be the professional role models having the earliest contact with young children, providing the valuable models of successful minority individuals who are contributing members of the society.

According to Middleton et. al. (1988), non-minority students will benefit from the opportunity to experience Hispanic teachers. Interaction with Hispanic teachers will result in increased familiarity with Hispanics and their culture(s), and experience in seeing them in professional roles, leading to higher expectations for Hispanic group members in others.

Without sufficient exposure to Hispanic teachers throughout their education, both Hispanic and non-Hispanic students come to characterize the teaching profession --and the academic enterprise in general-- as better suited for European-Americans (Loehr, 1988). As the proportion of European-American teachers grows, role modeling that might encourage Hispanic students to pursue careers in education decreases; possibly further enlarging the already inadequate ratio of Hispanic teachers to Hispanic pupils in the schools.

However, even as role models, minority teachers may not be encouraging minority students to become teachers. In a 1988 survey of American teachers (Harris et. al., 1988), African-American and Hispanic teachers reported that they were much more likely to see themselves as leaving the teaching force. Of 300 teachers surveyed, 41 percent said they were likely to leave teaching within five years as opposed to 25 percent of the non-minority teachers. As well, Page and Page (1991) reported that although African-American

teachers generally reported positive views of factors related to their teaching career, they were not very likely to encourage their own sons and daughters to enter the profession.

The Institute for Educational Leadership (1988) reported that many urban teachers struggle with inadequate resources, substandard facilities, and lack of support that would not be tolerated in other professions. Working conditions were cited as being so poor that they had very powerful negative effects, including higher teacher absenteeism, low morale, and low job satisfaction.

Sullivan and Dziuban (1987) discovered that teachers were frequently discouraging academically talented students from considering a career in teaching. Due to frustrations associated with their employment and status, they were accomplishing this so effectively that virtually none of the students interviewed for their study seriously considered public education as a career choice.

Page and Page (1984) found similar results and reported that high school seniors are discouraged by negative school environments. The major finding of this study was that the factor which best determines whether students will consider teaching is simply whether or not other individuals have discussed the career choice with them. The majority of students had never had anyone talk with them about the teaching profession. The Pages' suggested that recruitment

efforts must be devised to include levels other than the senior year in high school, especially if the encouragement is provided by individuals in the field of education.

Mack and Jackson (1992) reported that students tend to maintain a stereotype of the characteristics for the concept of "teacher" and their perceptions should be viewed as appropriate sources of describing and judging, such as: 1. student-instructor relationships, 2. their views of the instructors' professional and ethical behavior, 3. their workload, 4. what they have learned in a course of study, 5. fairness of grading, and 6. the instructors ability to communicate.

SURVEY GROUP

The survey group was limited to high school seniors enrolled during the 1989-1990 academic year in five high schools within the Grand Rapids Public School District. The total number of surveys administered was 605 and 583 (96.36%) were returned for data analysis. The number of students who self-identified themselves as Hispanic was 36 or approximately 6 percent of the sample.

SURVEY INSTRUMENT

A four-page, back-to-back questionnaire was developed having 22 questions asking for either single or multiple responses. The survey was composed of checklist, rating, and Likert-type items, and was modeled after the survey

instrument developed by Enger (1983). Students were instructed to carefully read each item and to mark their response in the box or blank provided. They were informed that the survey was not a test, and the only "right" answer was the one that was a true reflection of their opinion.

PROCEDURES

The researchers, in conjunction with the Research and Development Office of the Grand Rapids Public Schools, requested all comprehensive high school principals to arrange for their senior students to participate in the activity. They were informed that the survey would take approximately 20 minutes and should be administered in a sequence of courses or homerooms, such that all seniors would have the opportunity for completion of the instrument. As well, they were requested to provide a statement indicating specific plans for administration and the individual within their building who was given responsibility for collection and return of the materials.

Proctors were given written directions to use in the administration of the survey, and provided information which included a statement which was read to the students indicating the purpose and use of the responses. Proctors were informed to return the surveys to their building

coordinator (identified by the principal) and all forms from each high school were returned to the Research and Development Office.

The Research and Development Office assisted in the tabulation and design of the analysis procedures. Data was examined using the SPSS/PC statistical procedure.

GRAND RAPIDS PUBLIC SCHOOL DISTRICT

The Grand Rapids Public School District is the second largest school district in the State of Michigan with an approximate student enrollment of 33,000 students. Located in West Michigan, it is best described as a middle-size urban school district with a growing enrollment of minority students. It is predicted to be a school district with a majority of its students from the minority categories by 1995. Four of its high schools (Creston, Central, Union, Ottawa) offer a comprehensive curriculum for the broad range of students enrolled, and City High School limits its enrollment to students who have been identified as academically talented.

FINDINGS:

Hispanic high school seniors continue to be an untapped resource for the staffing of future teaching positions. Nearly 61 percent indicated a desire to enter college after -

-INSERT TABLE 1--

graduation, and approximately 27 percent of the students reported a grade point average of 3.0 or higher. Male students appeared to be more likely than females to identify teaching as a worthwhile career choice for men or women; and nearly 30 percent of the males and females, if given a scholarship, would become a teacher. Both males and females perceived that teachers tend to enjoy their work. When asked to identify the starting salary for a new teacher in their district, only 31 percent of the students were aware of the range for the prevailing wage in Grand Rapids ($20,000-to-$24,000).

Approximately 11 percent of the sample came from a home where the mother or father was a teacher or school administrator. Only 16 percent of the students had discussed the possibility of becoming a teacher, and 36 percent had asked a teacher why they selected teaching as a career. Placed in rank order (from high to low), the following individuals were perceived to have offered positive encouragement to select teaching as a career choice: teachers, friends, relatives, guidance counselors, youth leaders, parents, and minister or clergyperson.

When asked where they would choose to teach, the majority of students identified either a large urban school or middle-size district. All of the students indicated a preference for a regular education teaching placement and

none would choose to teach special education. When asked if they would like to teach in their home district (Grand Rapids), 55 percent responded "yes."

In selecting a choice of instructional level, the sample offered the following rank order (high-to-low): high school, middle/junior high school, upper elementary, early elementary and preschool.

In selecting a high school subject area, these students indicated their first choice would be to teach by rank order (high-to-low): mathematics, art and physical education (tied), foreign languages, general science, business and English and history and vocational education (all tied). The following subject areas were not selected; chemistry, and physics.

The characteristics of being a teacher which would attract them to joining the teaching profession, reported in rank order (from high-to-low) are: fringe benefits, vacations, working conditions, opportunity for career advancement, support given by school administrators, job security, support given by parents, time required for planning and salary or pay (tied), student behavior and prestige in being a teacher and job availability (all tied).

The characteristics of being a teacher which would <u>not</u> attract them to joining the teaching profession, reported in rank order (from high-to-low) are: difficulty of the job,

salary or pay and student behavior and job availability (all tied), support given by parents, job security, support given by school administrators, working conditions, fringe benefits and vacations (tied), contribution to helping children.

When asked to compare teaching as a career choice to other professions (medicine, law, business, etc.), the sample responded that teaching offers more of the following characteristics in rank order (from high-to-low): vacation time, time required for planning or additional duties after the school-day, college education required, difficulty of job and prestige in being a teacher (tied), pay or salary, opportunity for career advancement.

When asked to compare teaching as a career choice to other professions, the sample responded that teaching offers the same characteristics in rank order (from high-to-low): prestige in being a teacher, college education, vacation time and time required for planning and additional duties after the school-day (tied), opportunity for career advancement and difficulty of job (tied), pay or salary.

When asked to compare teaching as a career choice to other professions, the sample responded that teaching offers less of the following list of characteristics in rank order (from high-to-low): pay or salary, opportunity for career advancement, difficulty of job, prestige in

being a teacher, college education, time required for planning or additional duties after the school-day, vacation time.

SUMMARY

The results of this study suggest that a pool of Hispanic high school seniors (approximately 27% of the Grand Rapids sample) are available to be recruited into teacher education programs. Intervening variables, such as financial support, career awareness, lack of positive information about the field, lack of encouragement from significant others, and weak NCATE accreditation standards relating to minority representation to serve as a motivation for teacher education departments appear to be barriers in establishing Hispanics in the teacher training pipeline. The "problem" of recruiting and retaining Hispanic teacher education candidates may be attributed more to the institutions that develop and nurture future teachers, than with Hispanic students.

As Graham has predicted, the greatest need for teachers will be in schools of America's urban and inner-city areas. Hispanic students are more likely to select an urban-type school district as their teaching preference than their non-minority counterparts (Mack and Jackson, 1990). They offer

the opportunity of having available a teaching force that prefers to work in urban schools rather than being placed by "default" of the individual's teaching choice.

If we are sincere in desiring an equitable representation of Hispanics as educators, the profession will have to guarantee that teacher education continues to be inclusive rather than exclusive. As stated by Earnest L. Boyer (1990), we must recognize that inequality is rooted in the society at large, and it falls on higher education to have an unequivocal commitment to social justice.

As the Carnegie Forum on Education and the Economy noted in 1986, the diminution in the number of minority teachers has an adverse effect on all students, majority as well as minority. For, the race and background of their teachers often tells them something about authority and power in contemporary American. These messages influence children's attitudes and their views of their own and others' intrinsic worth. The views they form in school about justice and fairness may also influence how they view the status of their own citizenship.

It is important that we confront those factors which have resulted in the dismal enrollments of Hispanics in our teacher preparation programs. Somehow the intervening variables which are mentioned in this paper, have become effective gatekeepers in restricting minority student

enrollments across all fields of study. If our nation's schools are to reflect the model of a "just society" Hispanics will have to be empowered with an equitable representation of teachers and school administrators.

TABLE 1-A

STUDENT QUESTIONNAIRE ABOUT TEACHING AS A MAJOR

1. GENDER: 16 or 44.4 % FEMALE 20 OR 55.6 % MALE

2. What is your mother's or father's highest level of education?

16 -- 44/56%	a.	Did not finish high school.*
10 -- 60/40%	b.	High school graduate.
7 -- 43/57%	c.	Community/Junior college graduate.
2 -- 0/100%	d.	4-year college graduate.
4 -- 25/75%	e.	Graduate or professional degree.

3. Is your mother or father a teacher or school administrator?

4 -- 25/75%	a. Yes.	32 -- 47/53%	b. No.

4. What is your high school grade point average (gpa)?

3 -- 67/33%	a.	1.0 to 1.4.
8 -- 38/62%	b.	1.5 to 1.9.
15 -- 47/53%	c.	2.0 to 2.4.
7 -- 57/43%	d.	3.0 to 3.4.
3 -- 0/100%	e.	3.5 to 4.0.

5. What are your plans after high school graduation?

6 -- 67/33%	a.	Begin full-time work.
22 -- 32/68%	b.	Enter college.
2 -- 50/50%	c.	Enter vocational school.
3 -- 33/67%	d.	Join the armed services.
3 -- 100/0%	e.	Other.

6. As a high school junior or senior, has anyone talked to you about becoming a teacher?

6 -- 50/50%	a. Yes.	30 -- 43/57%	b. No.

7. As a high school junior or senior, have you asked a teacher why they selected teaching as a career?

13 -- 23/77%	a. Yes.	23 -- 57/43%	b. No.

8. If given as a scholarship, would you become a teacher?

10 -- 60/40%	a. Yes.	26 -- 39/61%	b. No.

9. Do you think teaching is a worthwhile profession for men to enter?

28 -- 43/57%	a. Yes.	8 -- 50/50%	b. No.

* 16 -- 44/56% = Sixteen (16) students responded to this question having a ratio of 44% female and 56 % male.

TABLE 1-A CONTINUED

10. Do you think teaching is a worthwhile profession for women to enter?
    32 -- 44/56% a. Yes. 4 -- 50/50 b. No.

11. How much do you think teachers enjoy their work?

2 -- 100/0%	A. All of the time.
16 -- 38/62%	B. Most of the time.
17 -- 41/59%	C. Some of the time.
0 -- 0/0%	D. Very little.
1 -- 100/0%	E. Not at all.

12. How much have each of the following individuals encouraged you to become a teacher? (Please provide an answer for each one).

	Much	Some	None	Discouraged
a. Parent(s)	1 -100/0	1 -100/0	29 -35/65	0 - 0/0
b. Teacher(s)	0 - 0/0	6 -33/67	29 -44/55	1 -100/0
c. Relative(s)	0 - 0/0	4 -25/75	31 -45/55	1 -100/0
d. Friend(s)	0 - 0/0	5 -40/60	30 -43/57	1 -100/0
e. Guidance Counselor(s)	0 - 0/0	3 -67/33	33 -43/57	0 - 0/0
f. Youth Leader(s)	2 -100/0	1 -100/0	33 -39/61	0 - 0/0
g. Minister or Clergyperson	2 -100/0	0 - 0/0	33 -39/61	1 -100/0

13. If you were a teacher, you would choose to teach in a:

8 -- 38/62%	A. Large urban school district (like Detroit or Chicago).
20 -- 35/65%	B. Middle-size urban school distict (like Grand Rapids, Kalamazoo, or Muskegon).
8 -- 75/25%	C. Suburban school district (like Rockford or Forest Hills).
0 -- 0/0 %	D. Rural school district (like Cedar Springs or Kenowa Hills).

14. If you were a teacher, you would choose to teach:

0 -- 0/0 %	A. Special education.
33 -- 46/54%	B. Regular education.

TABLE 1-A CONTINUED

15. If you were a teacher, you would choose to teach:
    4 -- 75/25% A. Preschool students.
    4 -- 25/75% B. Early elementary students (Kindergarten and grades 1, 2, 3).
    6 -- 50/50% C. Upper elementary students (grades 3-to-6).
    7 -- 43/57% D. Middle/Junior high students (grades 7-to-9) 15 -- 40/60% E. High school students (grades 10, 11, 12).

16. How do you think each of the following characteristics of being a teacher would attract you or would not attract you to joining the teaching profession? (ANSWER EACH ONE)

	WOULD ATTRACT	WOULD NOT ATTRACT
A. Salary or pay.	13 -31/69%	23 -52/48%
B. Fringe benefits (retirement, health insurance, etc.).	30 -47/53%	6 -33/67%
C. Vacations.	30 -40/60%	6 -67/33%
D. Working conditions.	28 -43/57%	8 -50/50%
E. Contribution to helping children.	31 -52/48%	5 -0/100%
F. Prestige and/or status in being a teacher.	12 -50/50%	24 -42/58%
G. Job availability.	12 -25/75%	23 -52/48%
H. Job security -- few lay-offs.	21 -29/71%	14 -64/36%
I. Opportunity for career advancement.	24 -29/71%	11 -73/27%
J. Difficulty of job.	10 -40/60%	25 -44/56%
K. Support given by parents.	20 -45/55%	15 -40/60%
L. Support given by school administrators.	22 -46/55%	13 -39/61%
M. Student behavior.	12 -58/42%	23 -35/65%
N. Time requried for planning or additional duties after the school-day.	13 -31/69%	22 -50/50%

TABLE 1-A CONTINUED

17. If I were a teacher, I would like to work in the Grand Rapids School District:

20 -- 50/51 A. Yes. 15 --40/60 B. No

18. If I were a high school teacher, my first choice would be to teach the following subject: (Mark only your first choice)

6 -- 67/33%	A. Art.
2 -- 0/100%	B. Business.
0 -- 0/0%	C. Chemistry.
2 -- 100/2%	D. English.
4 -- 75/25%	E. Foreign languages.
3 -- 33/67%	F. General science.
2 -- 50/50%	G. History.
8 -- 25/75%	H. Mathematics.
6 -- 0/100%	I. Physical education.
0 -- 0/0%	J. Physics.
2 -- 50/50%	K. Social studies/social science.
2 -- 100/0%	L. Vocational education.

19. Based on the following list, how does teaching compare as a career to other types of professions like law, medicine, business, etc.? (Provide an answer for each one.)

	Teaching Offers More	Teaching Offers Same	Teaching Offers Less
A. Pay or salary.	2 -0/100%	2 -0/100%	32 -50/50%
B. Difficulty of job.	3 -67/33%	12 -42/58%	21 -43/57%
C. Prestige/status in being a teacher.	3 -33/67%	16 -44/56%	17 -47/53%
D. Opportunity for career advancement.	1 -0/100%	12 -42/58%	23 -48/52%
E. College education required.	8 -63/38%	15 -47/53%	13 -31/69%
F. Vacation time available.	19 -42/58%	14 -43/57%	3 -67/33%
G. Time required for planning or additional duties after the school-day.	11 -46/54%	14 -43/57%	10 -40/60%

TABLE 1-A CONTINUED

20. What is the starting salary for a new teacher in your school district?

7	43/57%	A. $10,000 to $14,999.
8	38/62%	B. $15,000 to $19,999.
11	55/45%	C. $20,000 to $24,999.
4	50/50%	D. $25,000 to $29,999.
3	0/100%	E. $30,000 to $34,999.
1	100/0%	F. $35,000 to $39,999.
1	100/0%	G. $40,000 to $45,000.

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